

**UNIVERSITY OF GLOUCESTERSHIRE
PGCE/ QTS ASSESSMENT AND PORTFOLIO OF EVIDENCE**

The portfolio of evidence is organised in the following way:

- a guide to mentors regarding weekly assessment and monitoring and regarding the assessment programme**
- b assessment sheets and guidelines for evidence collection, for**
 - A Teaching File**
 - B Subject knowledge and individual action plans**
 - C Thursday afternoon session reports, mini-tasks and associated assignments**
 - D Other focused work in schools**
 - E QTS Skills tests**

Guide to mentors regarding weekly assessment and monitoring.

Guide to mentors regarding the assessment programme

Assessment sheets and guidelines for evidence collection:

A Teaching File

A1 To be completed before the end of week N in the first term.

<i>No opportunity for assessment</i>	<i>Standard</i>	<i>Standard attempted but not achieved</i>	<i>Standard attempted and achieved</i>	<i>Standard comfortably demonstrated throughout placement</i>
	1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.			
	1.2 They treat pupils consistently, with respect and consideration, and are concerned for their development as learners.			
	1.3 They demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils.			
	2.4 They understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.			
	2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment.			
	<p>3.1.1 They set challenging teaching and learning objectives which are relevant to all pupils in their classes. They base these on their knowledge of:</p> <ul style="list-style-type: none"> - the pupils - evidence of their past and current achievement - the expected standards for pupils of the relevant age range - the range and content of work relevant to pupils in that age range. 			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	3.1.2 They use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning. They take account of and support pupils' varying needs so that girls and boys, from all ethnic groups, can make good progress.			
	3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.			
	3.1.4 They take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, they plan for the deployment of additional adults who support pupils' learning.			
	3.3.1 They have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	<p>3.3.2 They can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the age range for which they are trained. In relation to specific phases:</p> <p>c. those qualifying to teach Key Stage 3 pupils teach their specialist subject(s) competently and independently using the National Curriculum Programmes of Study for Key Stage 3 and the relevant national frameworks and schemes of work. Those qualifying to teach the core subjects or ICT at Key Stage 3 use the relevant frameworks, methods and expectations set out in the National Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 must be able to use the cross-curricular elements, such as literacy and numeracy, set out in the National Strategy for Key Stage 3, in their teaching, as appropriate to their specialist subject;</p> <p>d. those qualifying to teach Key Stage 4 and post-16 pupils teach their specialist subject(s) competently and independently using, as relevant to the subject and age range, the National Curriculum Programmes of Study and related schemes of work, or programmes specified for national qualifications¹. They also provide opportunities for pupils to develop the key skills specified by QCA.</p>			

¹ This could include work-related learning.

<i>No opportunity for assessment</i>	<i>Standard</i>	<i>Standard attempted but not achieved</i>	<i>Standard attempted and achieved</i>	<i>Standard comfortably demonstrated throughout placement</i>
	<p>3.3.3 They teach clearly structured lessons or sequences of work which interest and motivate pupils and which:</p> <ul style="list-style-type: none"> - make learning objectives clear to pupils - employ interactive teaching methods and collaborative group work - promote active and independent learning that enables pupils to think for themselves, and to plan and manage their own learning. 			
	<p>3.3.4 They differentiate their teaching to meet the needs of pupils, including the more able and those with special educational needs. They may have guidance from an experienced teacher where appropriate.</p>			
	<p>3.3.7 They organise and manage teaching and learning time effectively.</p>			
	<p>3.3.9 They set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence.</p>			

This table is to be completed by the mentor and trainee together during one of their weekly meetings. Where an entry is made in one of the right hand columns it should include a tick, a date and the signature of the mentor.

Evidence to support this assessment may include: lesson plans, resources, self-evaluation and reflective pieces, mentors' reports, comments by class teachers, pupils' work.

Assessment sheets and guidelines for evidence collection:

A Teaching File

A2a To be completed before the end of week N in the first term.

<i>No opportunity for assessment</i>	<i>Standard</i>	<i>Standard attempted but not achieved</i>	<i>Standard attempted and achieved</i>	<i>Standard comfortably demonstrated throughout placement</i>
	1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.			
	1.2 They treat pupils consistently, with respect and consideration, and are concerned for their development as learners.			
	1.3 They demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils.			
	1.6 They understand the contribution that support staff and other professionals make to teaching and learning.			
	1.7 They are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development.			
	2.4 They understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.			
	2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment.			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	<p>3.1.1 They set challenging teaching and learning objectives which are relevant to all pupils in their classes. They base these on their knowledge of:</p> <ul style="list-style-type: none"> - the pupils - evidence of their past and current achievement - the expected standards for pupils of the relevant age range - the range and content of work relevant to pupils in that age range. 			
	<p>3.1.2 They use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning. They take account of and support pupils' varying needs so that girls and boys, from all ethnic groups, can make good progress.</p>			
	<p>3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.</p>			
	<p>3.1.4 They take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, they plan for the deployment of additional adults who support pupils' learning.</p>			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	3.2.1 They make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.			
	3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.			
	3.2.6 They record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help pupils review their own progress and to inform planning.			
	3.3.1 They have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	<p>3.3.2 They can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the age range for which they are trained. In relation to specific phases:</p> <p>c. those qualifying to teach Key Stage 3 pupils teach their specialist subject(s) competently and independently using the National Curriculum Programmes of Study for Key Stage 3 and the relevant national frameworks and schemes of work. Those qualifying to teach the core subjects or ICT at Key Stage 3 use the relevant frameworks, methods and expectations set out in the National Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 must be able to use the cross-curricular elements, such as literacy and numeracy, set out in the National Strategy for Key Stage 3, in their teaching, as appropriate to their specialist subject;</p> <p>d. those qualifying to teach Key Stage 4 and post-16 pupils teach their specialist subject(s) competently and independently using, as relevant to the subject and age range, the National Curriculum Programmes of Study and related schemes of work, or programmes specified for national qualifications². They also provide opportunities for pupils to develop the key skills specified by QCA.</p>			

² This could include work-related learning.

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	<p>3.3.3 They teach clearly structured lessons or sequences of work which interest and motivate pupils and which:</p> <ul style="list-style-type: none"> - make learning objectives clear to pupils - employ interactive teaching methods and collaborative group work - promote active and independent learning that enables pupils to think for themselves, and to plan and manage their own learning. 			
	<p>3.3.4 They differentiate their teaching to meet the needs of pupils, including the more able and those with special educational needs. They may have guidance from an experienced teacher where appropriate.</p>			
	<p>3.3.7 They organise and manage teaching and learning time effectively.</p>			
	<p>3.3.8 They organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.</p>			
	<p>3.3.9 They set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence.</p>			
	<p>3.3.11 They can take responsibility for teaching a class or classes over a sustained and substantial period of time. They are able to teach across the age and ability range for which they are trained.</p>			

<i>No opportunity for assessment</i>	<i>Standard</i>	<i>Standard attempted but not achieved</i>	<i>Standard attempted and achieved</i>	<i>Standard comfortably demonstrated throughout placement</i>
	3.3.12 They can provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.			
	3 . 3 . 1 3 They work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance pupils' learning.			

This table is to be completed by the mentor and trainee together during one of their weekly meetings. Where an entry is made in one of the right hand columns it should include a tick, a date and the signature of the mentor.

Evidence to support this assessment may include: lesson plans, resources, self-evaluation and reflective pieces, mentors' reports, comments by class teachers, pupils' work.

Assessment sheets and guidelines for evidence collection:

A Teaching File

A2b To be completed before the end of week N in the second term.

<i>No opportunity for assessment</i>	<i>Standard</i>	<i>Standard attempted but not achieved</i>	<i>Standard attempted and achieved</i>	<i>Standard comfortably demonstrated throughout placement</i>
	1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.			
	1.2 They treat pupils consistently, with respect and consideration, and are concerned for their development as learners.			
	1.3 They demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils.			
	1.6 They understand the contribution that support staff and other professionals make to teaching and learning.			
	1.7 They are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development.			
	2.4 They understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.			
	2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment.			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	<p>3.1.1 They set challenging teaching and learning objectives which are relevant to all pupils in their classes. They base these on their knowledge of:</p> <ul style="list-style-type: none"> - the pupils - evidence of their past and current achievement - the expected standards for pupils of the relevant age range - the range and content of work relevant to pupils in that age range. 			
	<p>3.1.2 They use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning. They take account of and support pupils' varying needs so that girls and boys, from all ethnic groups, can make good progress.</p>			
	<p>3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.</p>			
	<p>3.1.4 They take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, they plan for the deployment of additional adults who support pupils' learning.</p>			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	3.2.1 They make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.			
	3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.			
	3.2.6 They record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help pupils review their own progress and to inform planning.			
	3.3.1 They have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	<p>3.3.2 They can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the age range for which they are trained. In relation to specific phases:</p> <p>c. those qualifying to teach Key Stage 3 pupils teach their specialist subject(s) competently and independently using the National Curriculum Programmes of Study for Key Stage 3 and the relevant national frameworks and schemes of work. Those qualifying to teach the core subjects or ICT at Key Stage 3 use the relevant frameworks, methods and expectations set out in the National Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 must be able to use the cross-curricular elements, such as literacy and numeracy, set out in the National Strategy for Key Stage 3, in their teaching, as appropriate to their specialist subject;</p> <p>d. those qualifying to teach Key Stage 4 and post-16 pupils teach their specialist subject(s) competently and independently using, as relevant to the subject and age range, the National Curriculum Programmes of Study and related schemes of work, or programmes specified for national qualifications³. They also provide opportunities for pupils to develop the key skills specified by QCA.</p>			

³ This could include work-related learning.

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	<p>3.3.3 They teach clearly structured lessons or sequences of work which interest and motivate pupils and which:</p> <ul style="list-style-type: none"> - make learning objectives clear to pupils - employ interactive teaching methods and collaborative group work - promote active and independent learning that enables pupils to think for themselves, and to plan and manage their own learning. 			
	<p>3.3.4 They differentiate their teaching to meet the needs of pupils, including the more able and those with special educational needs. They may have guidance from an experienced teacher where appropriate.</p>			
	<p>3.3.7 They organise and manage teaching and learning time effectively.</p>			
	<p>3.3.8 They organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.</p>			
	<p>3.3.9 They set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence.</p>			
	<p>3.3.11 They can take responsibility for teaching a class or classes over a sustained and substantial period of time. They are able to teach across the age and ability range for which they are trained.</p>			

<i>No opportunity for assessment</i>	Standard	<i>Standard attempted but not achieved</i>	<i>Standard attempted and achieved</i>	<i>Standard comfortably demonstrated throughout placement</i>
	3.3.12 They can provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.			
	3 . 3 . 1 3 They work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance pupils' learning.			

This table is to be completed by the mentor and trainee together during one of their weekly meetings. Where an entry is made in one of the right hand columns it should include a tick, a date and the signature of the mentor.

Evidence to support this assessment may include: lesson plans, resources, self-evaluation and reflective pieces, mentors' reports, comments by class teachers, pupils' work.

Assessment sheets and guidelines for evidence collection:

A Teaching File

A3a To be completed before the end of week N in the second term.

<i>No opportunity for assessment</i>	<i>Standard</i>	<i>Standard attempted but not achieved</i>	<i>Standard attempted and achieved</i>	<i>Standard comfortably demonstrated throughout placement</i>
	1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.			
	1.2 They treat pupils consistently, with respect and consideration, and are concerned for their development as learners.			
	1.3 They demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils.			
	1.6 They understand the contribution that support staff and other professionals make to teaching and learning.			
	1.7 They are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development.			
	2.4 They understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.			
	2.5 They know how to use ICT effectively, both to teach their subject and to support their wider professional role.			
	2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment.			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	<p>3.1.1 They set challenging teaching and learning objectives which are relevant to all pupils in their classes. They base these on their knowledge of:</p> <ul style="list-style-type: none"> - the pupils - evidence of their past and current achievement - the expected standards for pupils of the relevant age range - the range and content of work relevant to pupils in that age range. 			
	<p>3.1.2 They use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning. They take account of and support pupils' varying needs so that girls and boys, from all ethnic groups, can make good progress.</p>			
	<p>3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.</p>			
	<p>3.1.4 They take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, they plan for the deployment of additional adults who support pupils' learning.</p>			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	3.2.1 They make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.			
	3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.			
	3.2.3 They are able to assess pupils' progress accurately using, as relevant, the Early Learning Goals, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, National Curriculum and Foundation Stage assessment frameworks or objectives from the national strategies. They may have guidance from an experienced teacher where appropriate.			
	3.2.4 They identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They may have guidance from an experienced teacher where appropriate.			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	3.2.6 They record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help pupils review their own progress and to inform planning.			
	3.3.1 They have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	<p>3.3.2 They can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the age range for which they are trained. In relation to specific phases:</p> <p>c. those qualifying to teach Key Stage 3 pupils teach their specialist subject(s) competently and independently using the National Curriculum Programmes of Study for Key Stage 3 and the relevant national frameworks and schemes of work. Those qualifying to teach the core subjects or ICT at Key Stage 3 use the relevant frameworks, methods and expectations set out in the National Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 must be able to use the cross-curricular elements, such as literacy and numeracy, set out in the National Strategy for Key Stage 3, in their teaching, as appropriate to their specialist subject;</p> <p>d. those qualifying to teach Key Stage 4 and post-16 pupils teach their specialist subject(s) competently and independently using, as relevant to the subject and age range, the National Curriculum Programmes of Study and related schemes of work, or programmes specified for national qualifications⁴. They also provide opportunities for pupils to develop the key skills specified by QCA.</p>			

⁴ This could include work-related learning.

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	<p>3.3.3 They teach clearly structured lessons or sequences of work which interest and motivate pupils and which:</p> <ul style="list-style-type: none"> - make learning objectives clear to pupils - employ interactive teaching methods and collaborative group work - promote active and independent learning that enables pupils to think for themselves, and to plan and manage their own learning. 			
	<p>3.3.4 They differentiate their teaching to meet the needs of pupils, including the more able and those with special educational needs. They may have guidance from an experienced teacher where appropriate.</p>			
	<p>3.3.6 They take account of the varying interests, experiences and achievements of boys and girls, and pupils from different cultural and ethnic groups, to help pupils make good progress.</p>			
	<p>3.3.7 They organise and manage teaching and learning time effectively.</p>			
	<p>3.3.8 They organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.</p>			
	<p>3.3.9 They set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence.</p>			

<i>No opportunity for assessment</i>	<i>Standard</i>	<i>Standard attempted but not achieved</i>	<i>Standard attempted and achieved</i>	<i>Standard comfortably demonstrated throughout placement</i>
	3.3.10 They use ICT effectively in their teaching.			
	3.3.11 They can take responsibility for teaching a class or classes over a sustained and substantial period of time. They are able to teach across the age and ability range for which they are trained.			
	3.3.12 They can provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.			
	3.3.13 They work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance pupils' learning.			

This table is to be completed by the mentor and trainee together during one of their weekly meetings. Where an entry is made in one of the right hand columns it should include a tick, a date and the signature of the mentor.

Evidence to support this assessment may include: lesson plans, resources, self-evaluation and reflective pieces, mentors' reports, comments by class teachers, pupils' work.

Assessment sheets and guidelines for evidence collection:

A Teaching File

A3b To be completed before the end of week N in the third term.

<i>No opportunity for assessment</i>	<i>Standard</i>	<i>Standard attempted but not achieved</i>	<i>Standard attempted and achieved</i>	<i>Standard comfortably demonstrated throughout placement</i>
	1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.			
	1.2 They treat pupils consistently, with respect and consideration, and are concerned for their development as learners.			
	1.3 They demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils.			
	1.6 They understand the contribution that support staff and other professionals make to teaching and learning.			
	1.7 They are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development.			
	2.4 They understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.			
	2.5 They know how to use ICT effectively, both to teach their subject and to support their wider professional role.			
	2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment.			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	<p>3.1.1 They set challenging teaching and learning objectives which are relevant to all pupils in their classes. They base these on their knowledge of:</p> <ul style="list-style-type: none"> - the pupils - evidence of their past and current achievement - the expected standards for pupils of the relevant age range - the range and content of work relevant to pupils in that age range. 			
	<p>3.1.2 They use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning. They take account of and support pupils' varying needs so that girls and boys, from all ethnic groups, can make good progress.</p>			
	<p>3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.</p>			
	<p>3.1.4 They take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, they plan for the deployment of additional adults who support pupils' learning.</p>			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	3.2.1 They make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.			
	3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.			
	3.2.3 They are able to assess pupils' progress accurately using, as relevant, the Early Learning Goals, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, National Curriculum and Foundation Stage assessment frameworks or objectives from the national strategies. They may have guidance from an experienced teacher where appropriate.			
	3.2.4 They identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They may have guidance from an experienced teacher where appropriate.			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	3.2.6 They record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help pupils review their own progress and to inform planning.			
	3.3.1 They have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	<p>3.3.2 They can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the age range for which they are trained. In relation to specific phases:</p> <p>c. those qualifying to teach Key Stage 3 pupils teach their specialist subject(s) competently and independently using the National Curriculum Programmes of Study for Key Stage 3 and the relevant national frameworks and schemes of work. Those qualifying to teach the core subjects or ICT at Key Stage 3 use the relevant frameworks, methods and expectations set out in the National Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 must be able to use the cross-curricular elements, such as literacy and numeracy, set out in the National Strategy for Key Stage 3, in their teaching, as appropriate to their specialist subject;</p> <p>d. those qualifying to teach Key Stage 4 and post-16 pupils teach their specialist subject(s) competently and independently using, as relevant to the subject and age range, the National Curriculum Programmes of Study and related schemes of work, or programmes specified for national qualifications⁵. They also provide opportunities for pupils to develop the key skills specified by QCA.</p>			

⁵ This could include work-related learning.

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	<p>3.3.3 They teach clearly structured lessons or sequences of work which interest and motivate pupils and which:</p> <ul style="list-style-type: none"> - make learning objectives clear to pupils - employ interactive teaching methods and collaborative group work - promote active and independent learning that enables pupils to think for themselves, and to plan and manage their own learning. 			
	<p>3.3.4 They differentiate their teaching to meet the needs of pupils, including the more able and those with special educational needs. They may have guidance from an experienced teacher where appropriate.</p>			
	<p>3.3.6 They take account of the varying interests, experiences and achievements of boys and girls, and pupils from different cultural and ethnic groups, to help pupils make good progress.</p>			
	<p>3.3.7 They organise and manage teaching and learning time effectively.</p>			
	<p>3.3.8 They organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.</p>			
	<p>3.3.9 They set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence.</p>			

<i>No opportunity for assessment</i>	<i>Standard</i>	<i>Standard attempted but not achieved</i>	<i>Standard attempted and achieved</i>	<i>Standard comfortably demonstrated throughout placement</i>
	3.3.10 They use ICT effectively in their teaching.			
	3.3.11 They can take responsibility for teaching a class or classes over a sustained and substantial period of time. They are able to teach across the age and ability range for which they are trained.			
	3.3.12 They can provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.			
	3.3.13 They work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance pupils' learning.			

This table is to be completed by the mentor and trainee together during one of their weekly meetings. Where an entry is made in one of the right hand columns it should include a tick, a date and the signature of the mentor.

Evidence to support this assessment may include: lesson plans, resources, self-evaluation and reflective pieces, mentors' reports, comments by class teachers, pupils' work.

**Assessment sheets and guidelines for evidence collection:
B Subject knowledge and individual action plans**

<i>No opportunity for assessment</i>	<i>Standard</i>	<i>Standard attempted but not achieved</i>	<i>Standard attempted and achieved</i>	<i>Standard comfortably demonstrated throughout placement</i>
	<p>2.1 They have a secure knowledge and understanding of the subject(s)* they are trained to teach. For those qualifying to teach secondary pupils this knowledge and understanding should be at a standard equivalent to degree level.</p> <p>In relation to specific phases, this includes:</p> <p>c. For Key Stage 3, they know and understand the relevant National Curriculum Programme(s) of study, and for those qualifying to teach one or more of the core subjects, the relevant frameworks, methods and expectations set out in the National Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 know and understand the cross-curricular expectations of the National Curriculum and are familiar with the guidance set out in the National Strategy for Key Stage 3.</p> <p>d. For Key Stage 4 and post 16, they are aware of the pathways for progression through the 14-19 phase in school, college and work-based settings. They are familiar with the Key Skills as specified by QCA and the national qualifications framework, and they know the progression within and from their own subject and the range of qualifications to which their subject contributes. They understand how courses are combined in students' curricula.</p>			

Individual action plan to develop subject knowledge

**Assessment sheets and guidelines for evidence collection:
C Thursday afternoon session reports, mini-tasks and associated assignments**

<i>No opportunity for assessment</i>	<i>Standard</i>	<i>Standard attempted but not achieved</i>	<i>Standard attempted and achieved</i>	<i>Standard comfortably demonstrated throughout placement</i>
	1.8 They are aware of, and work within, the statutory frameworks relating to teachers' responsibilities.			
	2.2 They know and understand the Values, Aims and Purposes and the General Teaching Requirements set out in the National Curriculum Handbook. As relevant to the age range they are trained to teach, they are familiar with the Programme of Study for Citizenship and the National Curriculum Framework for Personal, Social and Health Education.			
	2.3 They are aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach.			
	2.5 They know how to use ICT effectively, both to teach their subject and to support their wider professional role.			
	2.6 They understand their responsibilities under the SEN Code of Practice, and know how to seek advice from specialists on less common types of special educational needs.			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	<p>3.2.3 They are able to assess pupils' progress accurately using, as relevant, the Early Learning Goals, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, National Curriculum and Foundation Stage assessment frameworks or objectives from the national strategies. They may have guidance from an experienced teacher where appropriate.</p>			
	<p>3.2.4 They identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They may have guidance from an experienced teacher where appropriate.</p>			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	<p>3.3.2 They can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the age range for which they are trained. In relation to specific phases:</p> <p>c. those qualifying to teach Key Stage 3 pupils teach their specialist subject(s) competently and independently using the National Curriculum Programmes of Study for Key Stage 3 and the relevant national frameworks and schemes of work. Those qualifying to teach the core subjects or ICT at Key Stage 3 use the relevant frameworks, methods and expectations set out in the National Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 must be able to use the cross-curricular elements, such as literacy and numeracy, set out in the National Strategy for Key Stage 3, in their teaching, as appropriate to their specialist subject;</p> <p>d. those qualifying to teach Key Stage 4 and post-16 pupils teach their specialist subject(s) competently and independently using, as relevant to the subject and age range, the National Curriculum Programmes of Study and related schemes of work, or programmes specified for national qualifications. They also provide opportunities for pupils to develop the key skills specified by QCA.</p>			
	<p>3.3.10 They use ICT effectively in their teaching.</p>			

Assessment sheets and guidelines for evidence collection:
D Other focused work in schools

<i>No opportunity for assessment</i>	<i>Standard</i>	<i>Standard attempted but not achieved</i>	<i>Standard attempted and achieved</i>	<i>Standard comfortably demonstrated throughout placement</i>
	1.4 They can communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this.			
	1.5 They can contribute to, and share responsibly in, the corporate life of schools.			
	3.1.5 As relevant to the age range they are trained to teach, they are able to plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.			
	3.2.5 With the help of an experienced teacher, they can identify the levels of attainment of pupils learning English as an additional language. They begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.			
	3.2.7 They are able to use records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.			
	3.3.5 They are able to support those who are learning English as an additional language, with the help of an experienced teacher where appropriate.			

No opportunity for assessment	Standard	Standard attempted but not achieved	Standard attempted and achieved	Standard comfortably demonstrated throughout placement
	3.3.14 They recognise and respond effectively to equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.			

E QTS Skills tests

<i>No opportunity for assessment</i>	Standard	<i>Standard attempted but not achieved</i>	<i>Standard attempted and achieved</i>	<i>Standard comfortably demonstrated throughout placement</i>
	2.8 They have passed the Qualified Teacher Status skills tests in numeracy, literacy and ICT.			

Qualifying to Teach

Standards for the Award of Qualified Teacher Status

1. Professional Values and Practice

Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following:

1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.

1.2 They treat pupils consistently, with respect and consideration, and are concerned for their development as learners.

1.3 They demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils.

1.4 They can communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this.

1.5 They can contribute to, and share responsibly in, the corporate life of schools.

1.6 They understand the contribution that support staff and other professionals make to teaching and learning.

1.7 They are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development.

1.8 They are aware of, and work within, the statutory frameworks relating to teachers' responsibilities.

Qualifying to Teach

Standards for the Award of Qualified Teacher Status

2. Knowledge and Understanding

Those awarded Qualified Teacher Status must demonstrate all of the following:

2.1 They have a secure knowledge and understanding of the subject(s)* they are trained to teach. For those qualifying to teach secondary pupils this knowledge and understanding should be at a standard equivalent to degree level.

In relation to specific phases, this includes:

a. For the Foundation Stage, they know and understand the aims, principles, six areas of learning and early learning goals described in the QCA/DfEE Curriculum Guidance for the Foundation Stage and, for Reception children, the frameworks, methods and expectations set out in the National Numeracy and Literacy Strategies.

b. For Key Stage 1 and/or 2, they know and understand the curriculum for each of the National Curriculum core subjects, and the frameworks, methods and expectations set out in the National Literacy and Numeracy Strategies. They have sufficient understanding of a range of work across the following subjects:

- History or Geography
- Physical Education
- ICT
- Art and Design or Design and Technology
- Performing Arts, and
- Religious Education

to be able to teach them in the age range for which they are trained, with advice from an experienced colleague where necessary.

c. For Key Stage 3, they know and understand the relevant National Curriculum Programme(s) of study, and for those qualifying to teach one or more of the core subjects, the relevant frameworks, methods

and expectations set out in the National Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 know and understand the cross-curricular expectations of the National Curriculum and are familiar with the guidance set out in the National Strategy for Key Stage 3.

d. For Key Stage 4 and post 16, they are aware of the pathways for progression through the 14-19 phase in school, college and work-based settings. They are familiar with the Key Skills as specified by QCA and

the national qualifications framework, and they know the progression within and from their own subject and the range of qualifications to which their subject contributes. They understand how courses are combined in students' curricula.

2.2 They know and understand the Values, Aims and Purposes and the General Teaching Requirements set out in the National Curriculum Handbook. As relevant to the age range they are trained to teach, they are familiar with the Programme of Study for Citizenship and the National Curriculum Framework for Personal, Social and Health Education**.

2.3 They are aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach.

2.4 They understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.

2.5 They know how to use ICT effectively, both to teach their subject and to support their wider professional role.

2.6 They understand their responsibilities under the SEN Code of Practice, and know how to seek advice from specialists on less common types of special educational needs.

2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment.

2.8 They have passed the Qualified Teacher Status skills tests in numeracy, literacy and ICT.

3. Teaching

3.1 Planning, Expectations and Targets

Those awarded Qualified Teacher Status must demonstrate all of the following:

3.1.1 They set challenging teaching and learning objectives which are relevant to all pupils in their classes. They base these on their knowledge of:

- the pupils
- evidence of their past and current achievement
- the expected standards for pupils of the relevant age range
- the range and content of work relevant to pupils in that age range.

3.1.2 They use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning. They take account of and support pupils' varying needs so that girls and boys, from all ethnic groups, can make good progress.

3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.

3.1.4 They take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, they plan for the deployment of additional adults who support pupils' learning.

3.1.5 As relevant to the age range they are trained to teach, they are able to plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.

3.2 Monitoring and Assessment

Those awarded Qualified Teacher Status must demonstrate all of the following.

3.2.1 They make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.

3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.

3.2.3 They are able to assess pupils' progress accurately using, as relevant, the Early Learning Goals, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, National Curriculum and Foundation Stage assessment frameworks or objectives from the national strategies. They may have guidance from an experienced teacher where appropriate.

3.2.4 They identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They may have guidance from an experienced teacher where appropriate.

3.2.5 With the help of an experienced teacher, they can identify the levels of attainment of pupils learning English as an additional language. They begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.

3.2.6 They record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help pupils review their own progress and to inform planning.

3.2.7 They are able to use records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.

3.3 Teaching and Class Management

Those awarded Qualified Teacher Status must demonstrate all of the following:

3.3.1 They have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.

3.3.2 They can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the age range for which they are trained. In relation to specific phases:

a. those qualifying to teach Foundation Stage children teach all six areas of learning outlined in the QCA/DfEE Curriculum Guidance for the Foundation Stage and, for Reception children, the objectives in the National Literacy and Numeracy Strategy frameworks competently and independently;

b. those qualifying to teach pupils in Key Stage 1 and/or 2 teach the core subjects (English, including the National Literacy Strategy, mathematics through the National Numeracy Strategy, and science) competently and independently.

They also teach, for either Key Stage 1 or Key Stage 2, a range of work across the following subjects:

- history or geography
- physical education
- ICT
- art and design or design and technology, and
- performing arts

independently, with advice from an experienced colleague where appropriate;

c. those qualifying to teach Key Stage 3 pupils teach their specialist subject(s) competently and independently using the National Curriculum Programmes of Study for Key Stage 3 and the relevant national frameworks and schemes of work. Those qualifying to teach the core subjects or ICT at Key Stage 3 use the relevant frameworks, methods and expectations set out in the National Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 must be able to use the cross-curricular elements, such as literacy and numeracy, set out in the National Strategy for Key Stage 3, in their teaching, as appropriate to their specialist subject;

d. those qualifying to teach Key Stage 4 and post-16 pupils teach their specialist subject(s) competently and independently using, as relevant to the subject and age range, the National Curriculum Programmes of Study and related schemes of work, or programmes specified for national qualifications⁶. They also provide opportunities for pupils to develop the key skills specified by QCA.

3.3.3 They teach clearly structured lessons or sequences of work which interest and motivate pupils and which:

- make learning objectives clear to pupils
- employ interactive teaching methods and collaborative group work
- promote active and independent learning that enables pupils to think for themselves, and to plan and manage their own learning.

⁶ This could include work-related learning.

3.3.4 They differentiate their teaching to meet the needs of pupils, including the more able and those with special educational needs. They may have guidance from an experienced teacher where appropriate.

3.3.5 They are able to support those who are learning English as an additional language, with the help of an experienced teacher where appropriate.

3.3.6 They take account of the varying interests, experiences and achievements of boys and girls, and pupils from different cultural and ethnic groups, to help pupils make good progress.

3.3.7 They organise and manage teaching and learning time effectively.

3.3.8 They organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.

3.3.9 They set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence.

3.3.10 They use ICT effectively in their teaching.

3.3.11 They can take responsibility for teaching a class or classes over a sustained and substantial period of time. They are able to teach across the age and ability range for which they are trained.

3.3.12 They can provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.

3.3.13 They work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance pupils' learning.

3.3.14 They recognise and respond effectively to equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.